DOCUMENT RESUME

ED 220 170 JC 820 432

TITLE	An Introduction to Community Education for Wisconsin. Bulletin No. 8010.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
PUB DATE	[80]
NOTE	23p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; *Community Education; Community Programs; Community Resources; *Community Services; Lifelong Learning; Outreach Programs; Postsecondary Education; *Program Development; *School Community Relationship
IDENTIFIERS	*Wisconsin

ABSTRACT

Drawing from successful community education practices around the United States and focusing on the unique characteristics of Wisconsin's communities, people, and institutions, this booklet offers ideas and resources for the development of community education programs. An introductory section examines the components of community education, such as the coordination and sharing of resources, citizen participation, lifelong learning, and community/school partnerships; offers definitions of key terms; and identifies state and local bodies concerned with the field. The next section offers a national perspective on community education, providing excerpts from statements by national leaders about community education; an overview of its growth; and a list of agencies operating at the national level. Then, information is presented on the development of Wisconsin's community service programs, activities at the state level, and the need for a broad-based community education approach statewide. The final section presents a procedure for the development of community education programs, which involves four steps: (1) the formation of a community education steering committee; (2) the establishment of communications with key community groups; (3) the recruitment of personnel to direct community education efforts; and (4) the establishment of a permanent advisory council. Also included are a list of films and resources, a self-assessment instrument for local school districts, and a discussion of the community education coordinator's role. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220170

an introduction to Community Education for Wisconsin

Wisconsin Department of Public Instruction
Division for Instructional Services
Community Education Section

Robert C. Van Raalte, Assistant State Superintendent
Russell C. Mosely, Director, Bureau for Special Educational Programming
Eric C. Smith, Coordinator, Community Education

JC 820 432

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Krogstad

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Bulletin No. 8010

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Table of Contents

Introduction **Page**

Community education: A Perspective 2

What is Community Education 2

Definition of Terms 3

National Perspective

What National Leaders Say About Community Education 6

Overview of National Growth 7

Agencies at the National Level 7

Historical Development in Wisconsin

Wisconsin Community Services 10

State Level Development 10

Wisconsin's Need for Community Education 11

Getting Started in Community Education

A Shared Planning Approach 14

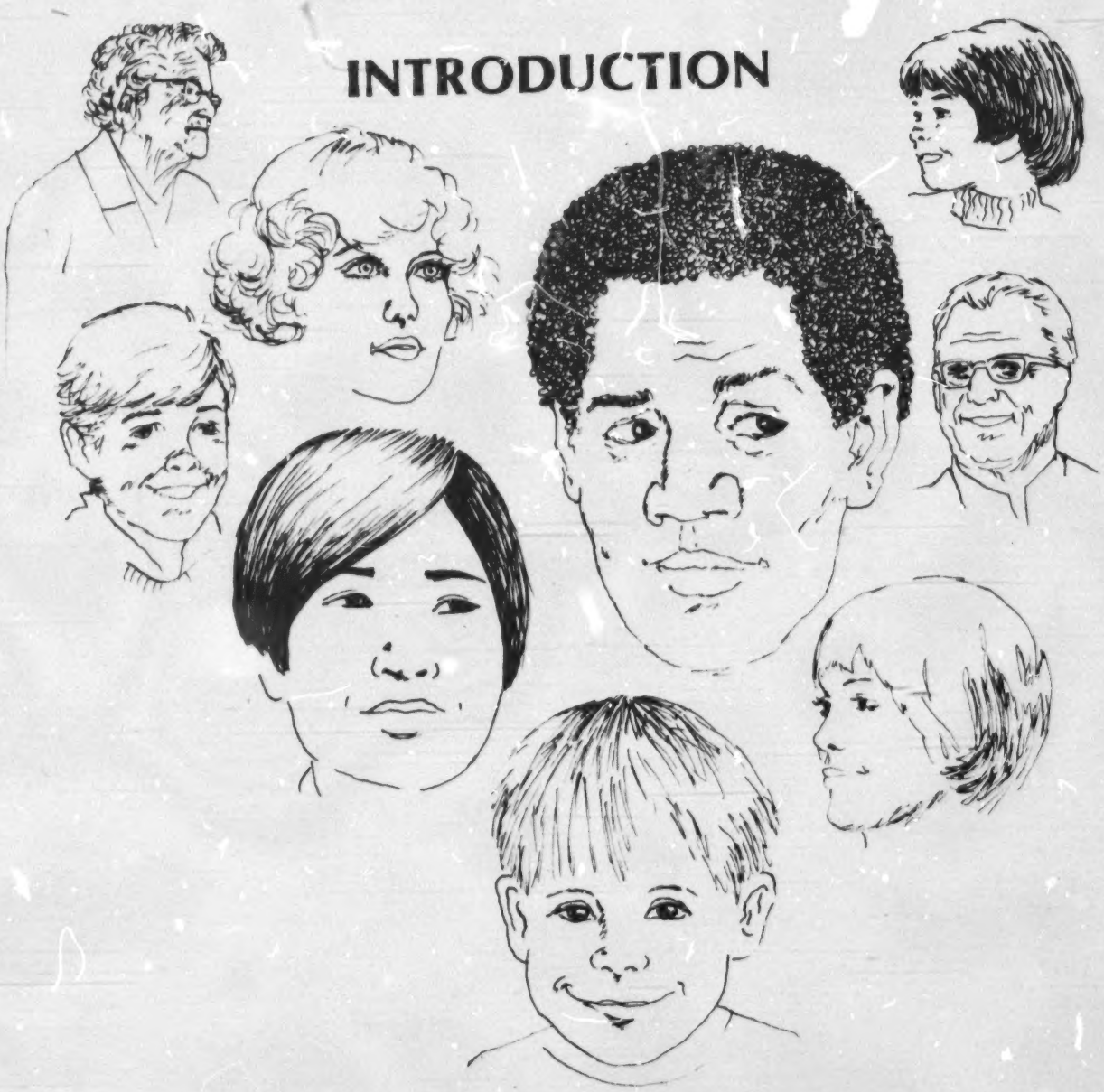
State Level Resources 15

Components of Community Education 15

Community Education Self-Assessment Test 16

Leadership Role of the Community Education Coordinator 17

INTRODUCTION



Community Education: A Perspective

Community Education, unlike so many recent programmatic thrusts, does not lend itself to a standardized prescription. The promise and the ultimate worth of community education happens as a result of local leadership and local involvement. The ideas and resources contained in this booklet can only supplement the uniqueness of each community effort. This material is a compilation of successful practices from around the nation combined with the uniqueness of Wisconsin: its communities, its people and its institutions. It is intended that adjustments will be made as the base of knowledge expands.

Community education is a process which makes things happen. It is needed because our communities are undergoing changes which call for a renewal and responsiveness by our educational systems and a broader use of our available resources, particularly those of the public schools. By the late 1980's the average age of our citizenry in the United States will have risen from the mid-20's to 35 years of age. Declining enrollments, energy shortages, the changing economic scene, and the need for increasing the quality of the family unit are evident concerns in the immediate future.

How then is community education able to impact these societal concerns in a meaningful way? The impact comes through an emphasis on the involvement, through local leadership, of community members in partnership with their public schools. The ultimate goal of community education will be to develop the leadership, to establish the community linkages between individuals and agencies, and to promote a broader use of our resources in order to effect improved quality of community life both today and tomorrow. Dr. Barbara Thompson, State Superintendent of Public Instruction, in remarks prepared for the State Advisory Council for Community Education offered these views on the need for community education.

> *. . .Regarding the future, there will be a greater emphasis on the community education concept. The task before us, as educational leaders, is to begin to consider the means by which we can foster greater citizen involvement and broader use of educational resources. The future will place a greater and greater emphasis on the role of the community. Energy conservation coupled with hold-the-line spending will no doubt increase the need to make the best use of our current resources, and for residents to spend more time in the community setting rather than in outside travel. There is a wave of consciousness concerning the quality of community life and participation of all persons—young, old, rich, poor, disadvantaged—in the total life of the community.*
>
> *Community education is a broad focus on the needs of communities. In particular, community education emphasizes the element of effective community leadership dealing with a range of community issues. . .*

What is Community Education

What It Is. . .

Community education is a concept which is receiving increasing attention from various sectors of society. This attention results from a need to provide a comprehensive, coordinated development of educational services to all segments of a community. Community education is an awareness that better communities result from a combination of elements, only one of which is the direct delivery of services to community members. Integral components in the community education concept are:

Coordinating and Sharing Resources

Coordinating and sharing resources among various groups in the community is not only more efficient, and avoids duplication of effort, but helps ensure that needed services are delivered where needed.

Citizen Participation

Better communities are built through a planning process which utilizes broad citizen

participation—in needs assessment, in goal prioritizing, in program implementation, in program evaluation.

Lifelong Learning

Learning takes place in various settings throughout one's lifetime. The need exists for social, educational, recreational and cultural programs to be made available to all age groups in a community.

Community/School Partnership

The community's schools offer a key resource toward the development of the community education concept—both in terms of major facilities in all geographical areas of the community and in terms of the expertise which can be mobilized to assist in community problem solving.

Success in the development of community education is not assured by community members expressing an interest in the philosophy. Success depends in part on a combination of elements which begin with knowledge, lead to commitment and result in involvement. Success depends on skilled leadership working to help facilitate concept development within each community.

And What It Isn't. . .

1. Community education *is not* a new idea.
2. Community education *is not* just programs, but process. . . .
3. Community education *does not* duplicate "people" programs being provided to communities by other agencies, but rather promotes and strengthens them.
4. Community education *is not* an umbrella that dominates all community groups but rather is a coordinating process that enables those groups to serve the community more effectively.
5. Community education does not seek to expand the role of the public school to be all things to all people, but rather to help make the best use of all resources available for individual and community self-improvement.

Definition of Terms

Community Education—Community education is a philosophical concept which serves the entire community by providing for educational needs of its community members. It utilizes the local schools or some other agency to serve as a catalyst to bring community resources to bear on community problems in an effort to develop a positive sense of community, improve community living and develop community processes toward community improvement.

Community—A grouping of residents in an area served by an elementary school or a secondary school, of a size which allows for interaction, involvement, and two-way communication.

Community School—The local school which provides a facility for total community use by citizens of all ages in the community including (1) regular educational programs for school age children, (2) expanded and enriched, year-round programs for youth, (3) educational, recreational, cultural and social programs for pre-school age, adult and senior members of the community, (4) procedures that encourage involvement of the community solving its own problems and in improving the quality of life within the community, (5) leadership in the delivery and coordination of community programs and services.

Community Education Programs—the composite of those services provided to the citizens of a community, except those services provided through regular instructional programs for elementary and secondary school children. A community education program may include, but need not be limited to, pre-school activities for children and their parents, continuing and remedial education for adults, cultural enrichment and recreational activities for citizens of all ages, coordination of resources, and the offerings of technical services to community groups. The services may be provided at any time during any day of the week throughout the calendar year.

Community Education Coordinator—a specially trained person whose primary function is to work closely with community citizens in identifying needs and developing and coordinating activities, programs, and services throughout the community.

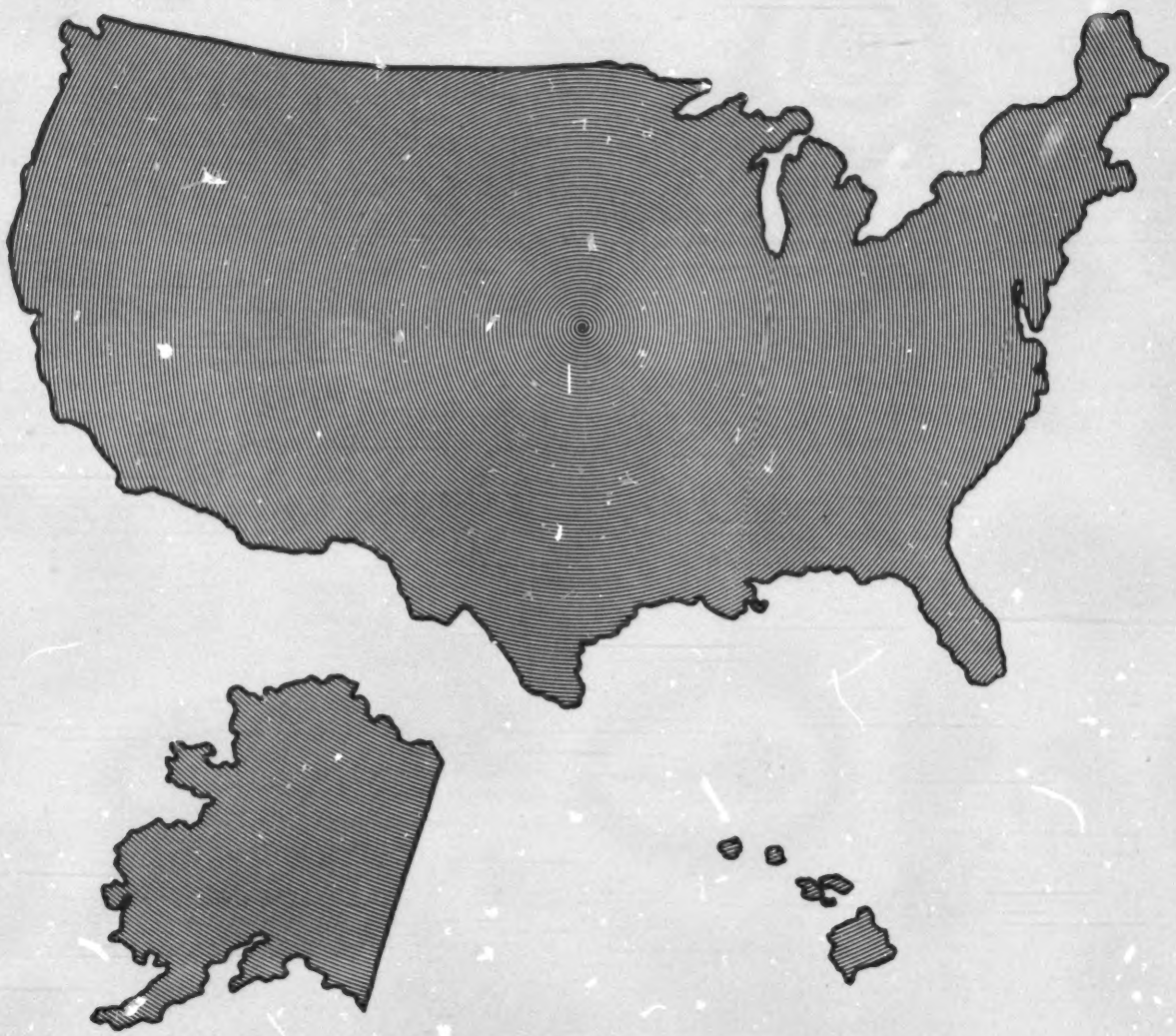
Local Community Education Advisory Council—a citizen advisory group whose membership represents a cross-section of various community organizations and agencies, including representation from local government, churches, private schools, vocational-technical schools, and colleges. Through the council and the community education coordinator people of the community are involved in identifying and assessing community needs, interests, and concerns; determining what community resources are available and how they can be marshalled to meet needs; evaluating the results of the community programs and services; and making recommendations to policy making bodies.

Community Education Training Center—an institution of higher education which provides programs to train persons at the undergraduate and graduate levels to plan and operate community education programs.

State Center for Community Education—the state level community education section is housed in the Instructional Services Division within the Department of Public Instruction.

State Community Education Advisory Council—an advisory council made up of persons who broadly represent government and professions most closely associated with community education established for the purpose of promoting the furtherance of community education throughout the state.

NATIONAL PERSPECTIVE



What National Leaders Say About Community Education

I have been interested in the Community Education concept since I first saw the film To Touch A Child *about five years ago—so interested in fact, that as Governor of Georgia, I made a short lead film to introduce* To Touch A Child *to the people of my state. In the sound track of that 1971 introductory film, I expressed the following views:*

I'm Jimmy Carter, Governor of Georgia. I know that in many communities around our nation tonight, the school building lights are burning, and teachers, adults and young people are coming together to make use of a very valuable facility.

The community school concept offers our people the chance to participate in the learning process when they can—which is often not during regular school hours. In doing so, it offers us the chance to extend the learning process to the whole community.

I'd like to see the community schools concept initiated wherever possible, and I believe that local communities in every state, including Georgia, ought to seriously examine this chance to improve themselves through a process that brings people closer together and extends educational opportunity to all our citizens.

I am aware of the tremendous growth of the community education concept in the past few years and would like the nation's community educators to know of my continued interest in this worthwhile movement which can mean so much for all of us.

You may also be interested to know that my daughter-in-law, Judy Carter, is a professional educator who has been actively involved as a teacher in a community education workshop in Jacksonville, Florida.

We have a tremendous need to develop more sense of community throughout the nation, and I feel the community education concept, if fully implemented, could make an impact in meeting this need.

President Jimmy Carter
Letter to Dr. Leroy Watt
Executive Director of the National Community Education Association
October 15, 1976

* * * * *

Community Education tears down the invisible 'no trespassing' sign in front of the school and opens to the public what are usually the most expensive buildings and equipment financed by public funds.

The Lighted *neighborhood schoolhouse becomes the community's school by offering practical programs and services which reflect totally the needs of the community. The entire community is the school plant, all of the people are potential teachers and community forces become potential resources. The local school is returned to its owners, monies are saved due to less duplication of services and the public relations process of the community becomes a human relations project. Because community education is built upon local partnership, individuals and groups of all kinds are greatly enriched.*

Senator Frank Church
Testimony during Senate Hearings on the Community Services Development Act 1973

* * * * *

What's the answer? The question is community education schools — the use of your idle public schools to serve all of us.

Instead of being used to a puny one-third of their potential, our traditional schools could become community schools and be open to all ages, 12 months a year, 12 to 18 hours a day, seven days a week — and be used to their full potential. Instead of taxpayers getting a 25 percent return on their investment in schools and paying in addition for many other duplicated services, we would be getting a full return on our investment plus interest through more and better organized services.

You and your own community can broaden your schools in a thousand and one ways — using them for purposes ranging from rehabilitation to special feeding programs for those who need them; from meeting places for the elderly especially to special outings for those who could not leave their homes otherwise. Whatever you do to use your schools more fully will all be plus.

Sylvia Porter, Syndicated Columnist
Thursday, January 23, 1975

* * * * *

In serving older people, the community school has at least three indigenous advantages. In the first place because of the decentralized character of its locations, it is geographically closer to where older people live. Because access via feasible transportation is a prerequisite to participation by older people, the fact of geographical closeness alone places the community school in a class by itself. Second, the clientele of the community school is highly inclusive in character. Persons of all classes, all backgrounds, as well as ALL AGES *freely participate in its programs. More specifically the community school is one of the few institutions which fosters a "Community of Generations", i.e., the young, middle aged and the elderly in a "Community of Inquiry." And third because of the diversity of its clientele, the community school is resourceful in developing innovative and flexible programs of instruction.*

Dr. Howard McClusky, Professor,
Emeritus
University of Michigan
As stated in *Involving the Senior Citizen,* 1977

* * * * *

Overview of National Growth

Community education has experienced a rapid growth in recent years. As more and more school districts become aware of the concept, there is an increased focus on initiating developmental efforts. As it stands now, there are over 1200 school districts offering community education programs, represented in all 50 states. In addition, there are 11 states which currently provide some funding support for the development of community education in local districts. Included in these funded states are two of Wisconsin's neighbors — Michigan and Minnesota. Other significant facts include:

- Each of over 35 state departments of education has added a person on its staff to coordinate and facilitate statewide development of community education.
- over 60 training centers, located in universities and colleges, have been established to provide for the training of professional community educators.

As part of the recognized need to assist local districts in implementing community education, the Federal Community Schools Act was funded in 1975. This act provides assistance to local school districts, higher education training centers, and state departments of education. While the funds allotted to this point are not large, this legislation is focusing significant national attention on community education.

Agencies at the National Level

Three primary agencies exist at the national level to provide community education services.

U.S. Office of Education — Community Education

Established as a result of the Community Schools Act, this agency has primary responsibility for administering this grant process. In addition, this section has generated several technical reports on various phases of community education and works closely with the National Advisory Council on Community Education in establishing funding guidelines. Information and funding applications can be obtained by writing or calling:

U.S. Office of Education
Community Education Program
7th & D Streets, S.W. - Room 5622
Washington, D.C. 20202
(202) 245-0691

National Community Education Association

The national office, located in Washington, D.C., is the professional association for community educators. The NCEA offers several publications to the membership, coordinates legislative activities and sponsors meetings and training sessions. The association is headed by a full-time executive secretary who is responsible to an elected board of directors. Information can be obtained by writing:

National Community Education Association
1030 15th St., N.W.
Suite 536
Washington, D.C. 20005
(202) 466-3530

C. S. Mott Foundation

The Mott Foundation has long been a primary benefactor in the development of community education. With its initial support (since 1935) of the Flint, Michigan community schools, efforts have extended to support of training centers in institutions of higher education and to innovative community projects across the country. In recent years the foundation has developed a multi-media training package for national distribution. Centered around five topics primary to community education, this media package is a modern supplement to their very popular film made in the 1960's — "To Touch a Child". Information can be obtained by writing:

Mott Foundation
510 Mott Foundation Building
Flint, Michigan 48502

* * * * *

In addition to these primary resources, the following agencies provide many very valuable services in terms of a national perspective of community education.

Community Education Clearinghouse: USOE

A U.S. Office of Education supported clearinghouse has been established to provide information referral, dissemination, development and convening functions for community education. For current plans and service write:

Community Education Clearinghouse Project
Informatics, Inc.
6000 Executive Building
Rockville, Maryland 20852

National Center for Community Education

The National Center for Community Education sponsors a series of short-term workshops in community education which are held in Flint, Michigan. For information write:

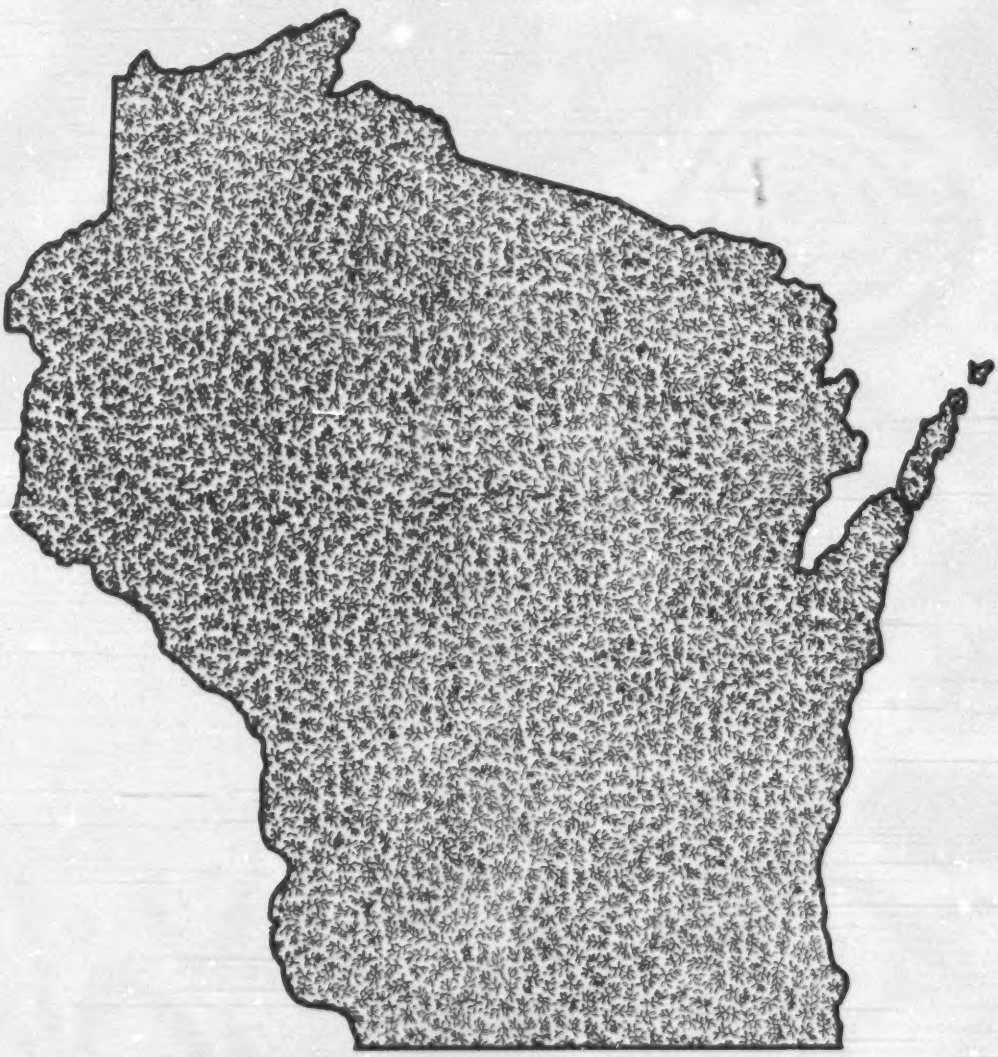
National Center for Community Education
1017 Avon Street
Flint, Michigan 48503
(313) 238-0463

Office of Community Education Research

This Office of Community Education Research provides a research monograph series, newsletter, assistance in research design and data collection procedures, and information retrieval. For details of services provided contact:

Office of Community Education Research
University of Michigan
3112 School of Education
Ann Arbor, Michigan 48104
(313) 764-8416

HISTORICAL DEVELOPMENT IN WISCONSIN



Wisconsin Community Services

Wisconsin has been and continues to be a leader in the development of an expanded educational purpose and opportunities. Many agencies provide a broad range of educational services both of a formal and non-formal nature. The historical perspective on a few of these agencies would no doubt include vital educational services provided through public libraries, private organizations (YWCA, YMCA), churches, county government, recreation programs, and many labor and business organizations. While not termed community education, these services are part of a community partnership which when working together, will strengthen each agency in addition to increasing the benefit to the total community.

As a complement to these many services, Wisconsin boasts three highly developed educational systems; the University of Wisconsin and its extension service, the Board of Vocational, Technical and Adult Education, and the Department of Public Instruction (Public Schools). Each system has a unique development in Wisconsin and each has maintained a commitment to work together in serving a broad range of needs in local communities.

The University of Wisconsin System and Extension Services

The University system, as of 1971, became one of the few in the United States to have a unified statewide system of high education. Under this merged system are 13 four-year universities, 14 two-year institutions, and an extension service system. In particular, the university extension has a broad leadership commitment and involvement in community development and continuing education outreach programs throughout the state. Extension's mission, termed the "Wisconsin Idea", characterizes its service area as the boundaries of the state.

The Wisconsin Vocational, Technical and Adult Education System

The Board of Vocational, Technical, and Adult Education has responsibility for all post high school vocational and technical education. Through the numerous technical institutes located throughout the state, the V.T.A.E. Board initiates many types of adult education opportunities both of a continuing education and leisure interest nature. Each area institute has field service personnel working to extend adult education opportunities. One outreach example is the on-going adult education programs offered through public school facilities.

The Wisconsin Public School System

Historically, Wisconsin was one of the first states which recognized the need for an expanded educational purpose through public schools. Legislation in 1911 created the Wisconsin Enabling Act which made it possible for school boards in cities to make school facilities available to all citizens. While not receiving the broad publicity of the Flint, Michigan Model, the lighted schoolhouse concept in Wisconsin public schools has been operating in several Wisconsin districts for many years. The use of school buildings for other than K-12 students, the development in comprehensive adult education programs, and the concept of extended use of school resources, are not new ideas in Wisconsin.

As a further complement to the scope of involvement by these many service agencies in Wisconsin, community education focuses on what is known as "process". Facilitating, coordinating and involving are the keys. Community education seeks to develop services through existing delivery systems as a first priority. Only when a community determines that a given need exists and there is no service system available which can meet this need does community education take on a direct programming function.

State Level Development

The Wisconsin commitment to community education has been a cooperative effort since its first introduction in 1975. With the active involvement of the three state educational systems through a joint planning committee, much has been accomplished in state level development.

A tentative state plan was developed, as well as the hiring of a state coordinator for community education and a new state training center director at the University of Wisconsin-Madison campus. A new state advisory council for community education was appointed and had its initial meeting on June 23, 1977.

The community education concept was reinforced as an official part of state level government in January of 1977 with the hiring of its first State Coordinator, Dr. Eric C. Smith, through utilization of federal funds from the Community School Act. While the focus and developmental history of community education is new at the state level, community education comes as a partner to a sophisticated and historically progressive system of education.

As of the Fall of 1977 there exists in Wisconsin nearly all the elements needed to begin a planned, cooperative approach to statewide development. These elements include:

1) a tentative state plan ready for review and adoption by the new state advisory council
2) a new state advisory council on community education-its initial meeting took place on June 23, 1977
3) a permanent position of state coordinator for community education in the Department of Public Instruction, and state training center director at the University of Wisconsin-Madison
4) printing and distribution of state developed materials on community education to districts and other interested groups
5) a statewide newsletter on community education
6) a statewide resource and dissemination network for community education materials and films

Wisconsin's Need for Community Education

There is significant involvement by many public schools and other agencies in community education activities. Never the less, there remains significant gaps which point to the need for a broad based community education approach in Wisconsin.

Trained Community Education Leadership

Varying from district to district, there are few persons with extensive community education training who have a job description and job title of community educator. Some school districts have recreation specialists hired as part of the school staff. In many instances, curriculum specialists or other school officials have undertaken projects which are closely related to a community education focus. There are only a few districts in Wisconsin which have a staff person whose job role is one of process development and facilitator. The community educator in Wisconsin districts functions primarily as a resource coordinator and seeks other agencies and groups to provide direct program services.

Typically, a community education coordinator is hired by the local board of education, either unilaterally or in a cooperatively funded arrangement with other local agencies. The local coordinator functions in a dual role that of a facilitator and administrator.

Citizen Input Into Program Direction

There is a need for citizen involvement in establishing the goals and direction for the various community related activities currently underway and for those activities which would be generated under community education. The focus of community education as a vehicle to match community needs with community resources calls, in part, for broad based, representative advisory councils which can bring together ideas on needs and possible problem solving mechanisms.

Cohesive and Coordinated Community Service Efforts

With the number of services provided both in the school and community setting, there is a need for leadership in pulling these services into a common focus. What is generally referred to as "process" is really a planned, coordinated approach to involving people in making communities better.

A community and its schools in exploring the concept of community education, might ask the following questions.

"Is there a need in my community to. . .

(a) provide a clear perspective by the school community and community residents as to the extent and focus of the school's role in the total community

(b) generate new approaches to services for all age groups through coordination and communication efforts

(c) increase the scope and amount of services available to community residents

(d) coordinate services between schools and agencies to avoid duplication and increase the visibility of each

(e) provide a more effective means for school personnel to reach the whole community through a helping resource-community education

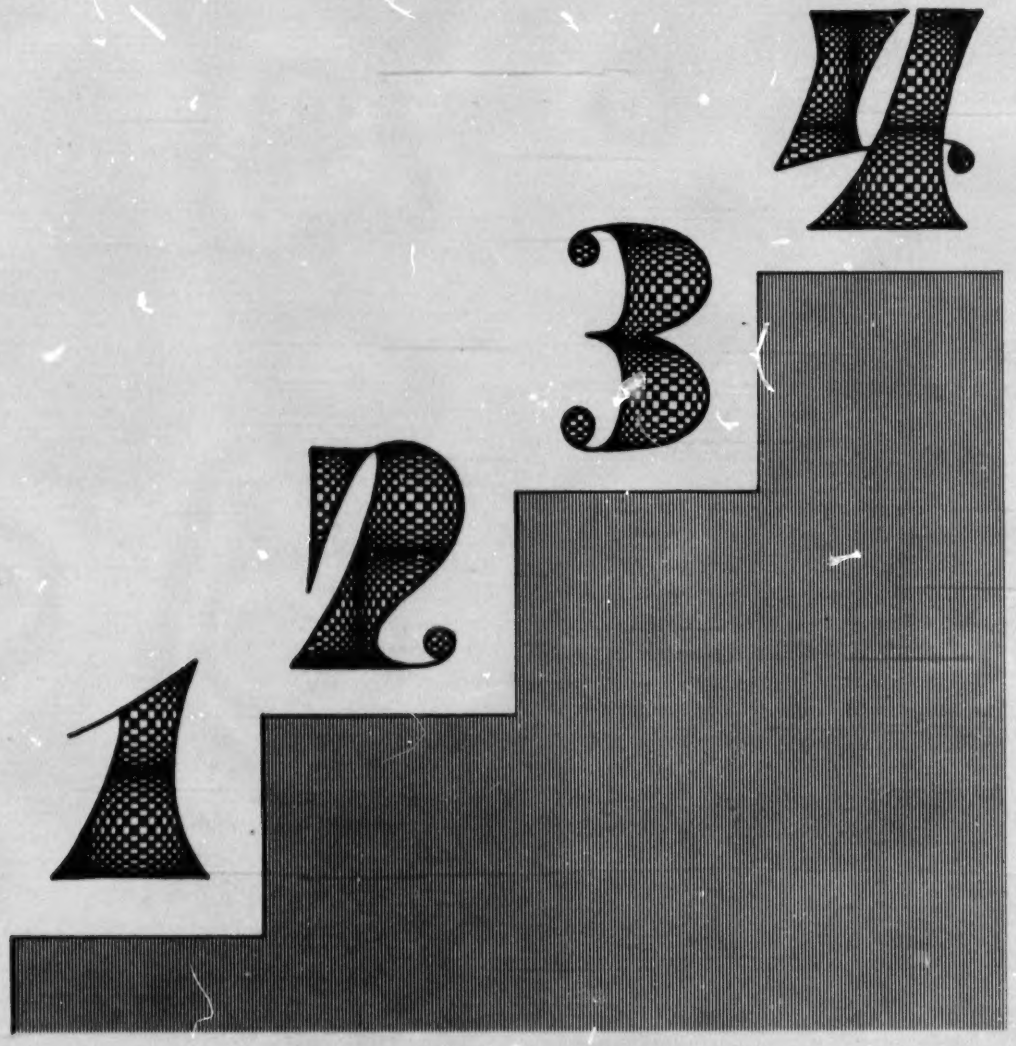
(f) provide community residents with a clear perspective as to school outreach efforts and provide residents a means for input in direction and role

If the answers to these basic concerns are "yes", a community education approach might well be called for.

Broadened Use of School Facilities

One of the few resources in close proximity to virtually all Wisconsin residents is the school building. Be it an elementary, middle, or high school building, Wisconsin schools are just beginning to realize the potential for extended use of these facilities. It is one matter to make facilities available, it is another matter to actively promote and coordinate the use of these buildings as potential service centers. The concept of open schools has been accepted more readily with the central high school facility. There is a need for promotion and scheduling of elementary and middle school sites. Community education has long been a grass-roots concept and no other tax supported, public facility has the potential for utilizing and promoting broadened citizen participation than the neighborhood school. One important population group, older adults, typically lists transportation as a high need area. What better use of a neighborhood school than as a center for older adult activities.

GETTING STARTED IN COMMUNITY EDUCATION



A Shared Planning Approach

The following procedure, while modified according to local circumstances, has been used successfully in the development of community education programs. In reviewing this procedure, keep in mind that all communities are unique. The strength of community education is drawn from its emphasis on needs being met through community wide effort. These suggestions are intended only as guide posts—not as prescriptions.

Following the brief outline on getting started are some additional resources which planning committees might find helpful in defining direction. Most of these films and printed materials are available within Wisconsin. The basic materials listed are only a small part of what is to become a state wide *Community Education Resource and Dissemination Center* coordinated through the University of Wisconsin-Madison training center. Information on obtaining these materials should be directed to the:

State Center for
Community Education
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-3569

or to the

State Training Center for
Community Education
Teacher Education Building-264c
University of Wisconsin-Madison
Madison, Wisconsin 53702
(608) 263-4630

Step 1—Form a Community Education Steering Committee

This committee, usually established by a resolution of the district board of education, seeks to explore and report back to the board of education and other educational and governmental bodies concerning recommendations on community education development. This committee, usually 5-10 members, should represent key community leaders both school and non-school. Committee role may include (1) Communicating with local agencies, (2) recommending staffing and funding needs, (3) developing a job description for personnel, (4) establishing guidelines for selection of permanent advisory council, and (5) submitting a final report and recommendations to the board.

Step 2—Establish Communication

It is essential that once a committee is established that an early effort be made to reach and communicate the concept of community education to key groups throughout the community. As part of this orientation effort, contact with community education personnel at the Department of Public Instruction and State Training Center is recommended. They will be able to recommend many resources which are available to help explain and give direction to local efforts. In addition, each year there are numerous workshop and training sessions designed for various community groups, both in-state and nationally.

Step 3—Hire Leadership

If community education becomes an accepted part of board of education philosophy, then the district by itself or in cooperation with other key agencies, should seek to hire personnel to direct these efforts. Training is an essential element in the success of the personnel hired. The job of a coordinator is unique, and the success or failure of a program will often depend on the quality and training of the person (s) hired.

Step 4—Establish Permanent Community Advisory Council

The advisory council, working with the community education coordinator, is a key link between the community education program, the district board of education and the community. Representing a cross-section of the community, this council should meet on a regular basis to formulate major goals, provide input on community needs and evaluate how needs are being met within the community. Initially one of the tasks of a council will be to conduct a community-wide needs assessment.

State Level Resources

Films:

To Touch a Child (30 minutes):

This remains a popular film in introducing the concept and potential of community education.

Media Package on Community Education—including film titles: (each approximately 30 minutes)

A Sense of Community: This film is the most frequently utilized for introducing the concept.
Suggested Strategies for Establishing a Community Education Program
The Community Council
Cooperative Agency Relationships
The Community School Coordinator

Written Materials:

Pendall Publishing Company
1700 James Savage Road
Midland, Michigan 46840
(517) 496-3333

. . . including such materials as:

From Program to Process—by Minzey

Community Education: A Developing Concept—by Seay

"How To"—series of resource pamphlets such as . . .

People Helping People
The Community Council
Planning for Community Education
Conducting Community Surveys
Developing Interagency Cooperation
The Community's Needs-Assessing And Establishing Priorities
Emerging Models of Community Education
Financing Community Education
Public Relations Handbook for Community Education
Organizing a Volunteer Program
Senior Citizens and Community Education

Components of Community Education

LEADERSHIP: Person (s), hired on a full or at least half time basis, with training in community education, and having a work role based on a community education job description.

CITIZEN INVOLVEMENT: Mechanisms which provide for continued, cross-aged citizen input into program planning and development. This includes, but is not exclusive to, the use of a representative community advisory council.

FACILITIES: Board of Education policy which provides for extended use of all public school facilities for community residents.

INTERAGENCY COOPERATION: A regular contact with community agencies and organizations for the purposes of (a) joint planning, (b) avoiding duplication of effort, and (c) insuring expanded community services through existing service systems.

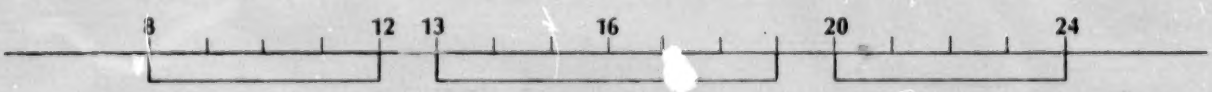
NEEDS ASSESSMENT AND PLANNING: A documented community planning effort involving a cross-section of community residents, which includes a sequence of needs and resource assessment, goal prioritizing, and evaluation.

Community Education Self-Assessment Test

Below are several general goal areas of a typical community education effort in a local school district. Rate your district on each item according to (a) fulfilling the goal area to a great extent, (b) fulfilling the goal area to some extent, and (c) fulfilling the goal area very little.

Place an X in the appropriate column	**a**	**b**	**c**
Goal 1: To provide trained leadership in community education on a full time basis	—	—	—
Goal 2: To coordinate and make use of all school facilities, elementary as well as high schools	—	—	—
Goal 3: To ensure at least monthly face to face contact with key community service coordinators regarding use of facilities and program coordination	—	—	—
Goal 4: To periodically conduct formal needs assessments, both on a broad community basis and on a targeted population basis (such as older persons)	—	—	—
Goal 5: To have a representative community advisory council which meets at least monthly and provides the primary input into community service operations	—	—	—
Goal 6: To coordinate and ensure the availability of a wide range of social, cultural, educational and recreational activities for all age groups	—	—	—
Goal 7: To operate a coordinated public information program utilizing person to person contacts as well as media sources	—	—	—
Goal 8: To operate a comprehensive community service program utilizing broad citizen input and based on written long and short range goals linked to budgetary needs and formal evaluation criteria	—	—	—
Add X's for each column	—	—	—
Multiply each column by weighted scores X	(3)	(2)	(1)
Column Total	—	—	—
Add weighted totals from each column	(a)		
	(b)		
	(c)		
Total Score	—		

Place your total score on the scale provided. While there may be a variation in how various persons or groups would score each of the eight goal items, this score should at least indicate to what extent you feel your school is providing a community education focus.



Little Involvement in Community Education

Some Involvement in Community Education

Comprehensive Involvement in Community Education

Leadership Role of the Community Education Coordinator

The role of a community education leader is unique. As a person selected to facilitate the means by which a given community education program functions, this person needs skills both as a program administrator and as a program developer. The role calls for a person who spends as much time in the community as in the home-base institutional setting (such as a school site). The role calls for a "people-oriented" individual who relates well to community members from youth, to senior citizens, to wealthy, to disadvantaged. In addition the role of community educator calls for a person who not only understands the facilitator role, but has the conceptual ability to initiate actions (a) based on a systematic planning approach, (b) based on broad citizen involvement and (c) based on the premise that community strength comes from citizen commitment and responsibility.

The typical community education coordinator position will be held by a person who has a bachelor's degree and is capable of continued graduate work, preferably with a community education emphasis. The recommendation is for a full time coordinator, especially for a district wide operation. In some instances, a half time position is created to serve a more specific scope of activities. An example of a half time position might be a program operated out of a neighborhood elementary school.

As to the role of community educator as an administrator/service provider versus a facilitator/developer the following approach is recommended.

* * * * *

Priorities as a Service Provider

After identifying a need,

- a first priority of the community education program is . . . to work and assist others in providing the service
- a second priority of the community education program is . . . to work with others and commit as needed community education program resources to a support role in providing the service
- a third, and last, priority of a community education program is . . .
  to commit community education program resources as the primary service provider

* * * * *

The goal is:

- to be a facilitator
- to help establish better communities through skilled leadership and a partnership of effort resulting from a commitment to the maximum and efficient utilization of all resources

* * * * *

In other words, the community educator, while managing various administrative functions, does not maintain a top priority in the direct delivery and supervision of program services. In developing specific types of community services the community education program provides a direct service only after seeking other agencies and means to provide the service.

The following areas are common to most job role expectations of a community educator.

Community Facilitating Role

1) Develop and utilize an advisory council representative of the school district's population.
2) Develop and maintain an on-going needs assessment and community analysis program.
3) Work for interagency cooperation to ensure the identification and maximum use of community resources.
4) Assist agencies and community members in the development, organization, and maintenance of a balanced program for all segments of a community in the areas of education, recreational, cultural and civic affairs, social services and neighborhood concerns.
5) Identify community resources.
6) Develop citizen input and leadership capability in providing for community needs.

Administrative Role

1) Recruit, select, assign, train, supervise, and evaluate the work of community education personnel.
2) Prepare and submit an annual budget; direct, control and account for all community school expenditures, revenues and fiscal operations.

3) Maintain a district wide schedule for school facility use after regular school hours and all day Saturday and Sunday.

4) Accomplish preservice and inservice training for community education personnel.

5) Plan to implement evaluation in all phases of the community education program.

6) Maintain and utilize a public information program.

FOS-1-E (EMP) SEM:

WITI WISCONSIN INDIANHEAD TECHNICAL INSTITUTE

EMPLOYER FOLLOW-UP

Please make corrections to the information above if necessary.

FOR DISTRICT USE ONLY

ETHNIC GROUP
58- 5 American Indian or Alaskan Native
60- 2 Black, not of Hispanic Origin
4 Asian or Pacific Islander
3 Hispanic
1 White, not of Hispanic Origin

SEX
59- M Male
F Female

Major Code 34 35 36 37

Completion Date
Mo 16 17 Yr 20 21

Completion Code 61

Target Pop. Code
63- 1 REG
2 DAVT
3 HNCP

Group Code
33- A O/T
B UT
C OTH
D A/CE

Level Code
64- 1 Postsecondary
3 Adult

SPECIAL CODE 57

FOR DISTRICT USE ONLY

GRADUATE'S NAME _____

JOB TITLE _____

PROGRAM MAJOR _____

EMPLOYER (COMPANY NAME - INSTITUTION - ORGANIZATION, ETC.)

1 Is the job title and status of the above graduate accurate?

34- 1 Yes
2 No; IF NO, please describe change(s) below.

2 What is your relationship with the above graduate?

35-1 Employer
36-1 Supervisor
37-1 Personnel staff
38-1 Co-worker
39-1 Other (describe)_____

OVER PLEASE!

3 Please rate the training received by the graduate in the following personal skill areas. Please respond only to those areas you feel are appropriate.

Do not write in this column.

	Very Good 1	Good 2	Neutral 3	Poor 4	Very Poor 5
a. Accepting responsibility (40)	☐	☐	☐	☐	☐
b. Punctuality (41)	☐	☐	☐	☐	☐
c. Personal initiative (42)	☐	☐	☐	☐	☐
d. Willingness to learn (43)	☐	☐	☐	☐	☐
e. Co-worker cooperation (44)	☐	☐	☐	☐	☐
f. Management cooperation (45)	☐	☐	☐	☐	☐
g. Work attendance (46)	☐	☐	☐	☐	☐
h. Work attitude (47)	☐	☐	☐	☐	☐
i. Personal appearance (48)	☐	☐	☐	☐	☐
j. Compliance with policies (49)	☐	☐	☐	☐	☐

4 Please rate the training received by the graduate in the following technical skill areas. Please respond only to those areas you feel are applicable to the occupational area.

	Very Good 1	Good 2	Neutral 3	Poor 4	Very Poor 5
a. Mathematical skills (50)	☐	☐	☐	☐	☐
b. Technical knowledge (51)	☐	☐	☐	☐	☐
c. Organizational ability (52)	☐	☐	☐	☐	☐
d. Communication skills (53)	☐	☐	☐	☐	☐
e. Problem solving skills (54)	☐	☐	☐	☐	☐
f. Work quality (55)	☐	☐	☐	☐	☐
g. Work quantity (56)	☐	☐	☐	☐	☐
h. Manual dexterity (57)	☐	☐	☐	☐	☐
i. Meeting the public (58)	☐	☐	☐	☐	☐
j. Following instructions (59)	☐	☐	☐	☐	☐
k. Operation of equipment (60)	☐	☐	☐	☐	☐

5 What is your overall rating of the training received by the graduate as it relates to the requirements of his or her job?

(61)
- 1 ☐ Very good
- 2 ☐ Good
- 3 ☐ Neutral
- 4 ☐ Poor
- 5 ☐ Very poor

6 What, in your opinion, is the job outlook for program graduates of this particular occupational field?

Do not write in this column.

	Present		Future
Very good	1 ☐		1 ☐
Good	2 ☐		2 ☐
Neutral	(62) 3 ☐		(63) 3 ☐
Poor	4 ☐		4 ☐
Very poor	5 ☐		5 ☐

7 As a result of the graduate's training, how would you rate his or her preparation in relation to other employees without such college training?

- (64) 1 ☐ No basis for opinion
- (65) 1 ☐ Graduate is better prepared
- (66) 1 ☐ Both are about the same
- (67) 1 ☐ Graduate is less prepared

8 To what extent, if any, has the graduate's training added to his or her ability for job placement and advancement?

(68)
- 1 ☐ Very much
- 2 ☐ Much
- 3 ☐ Neutral
- 4 ☐ Very little
- 5 ☐ None

9 What was the primary source(s) for the initial hiring of the graduate named?

- (69) 1 ☐ Employment agency
- (70) 1 ☐ faculty member
- (71) 1 ☐ job placement office
- (72) 1 ☐ Mutual acquaintance
- (73) 1 ☐ Applicant applied on own initiative
- (74) 1 ☐ Other (describe)_____

A What suggestions do you have for improving the technical and/or personal skills of future graduates?

B What, in your opinion, are additional areas of training (job titles, skills, etc.) in which our district should become involved?

EMP

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

OCT 15 1982